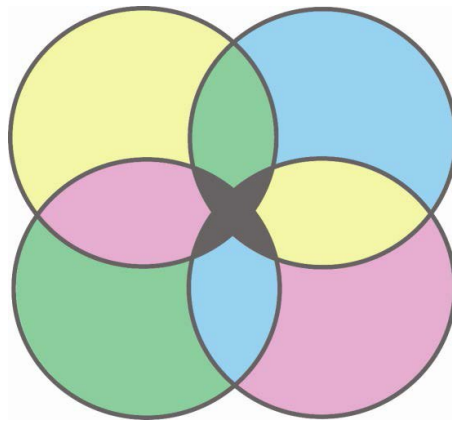


Domain 2: The Classroom Environment

2c: Managing Classroom Procedures

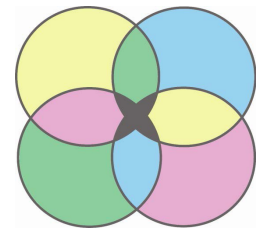


The Framework for Teaching
Charlotte Danielson

Objectives

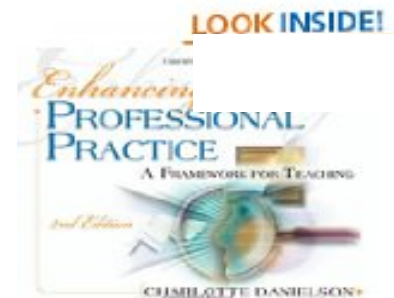
2c: Managing Classroom Procedures

- ▶ Understand the elements of 2c
- ▶ Distinguish the difference in levels of performance
- ▶ Review examples of 2c behavior
- ▶ Identify individual levels of performance on 2c
- ▶ Incorporate strategies to improve individual levels of performance in 2c



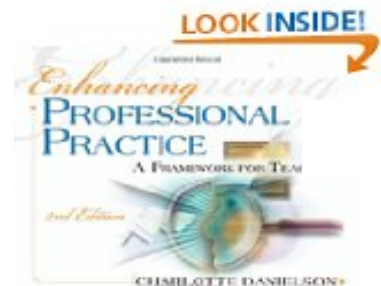
How Is “Managing Classroom Procedures” Connected to Effective Teaching?

- ▶ A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement.
- ▶ Teachers establish and monitor routines and procedures for smooth operation of the classroom and the efficient use of time.



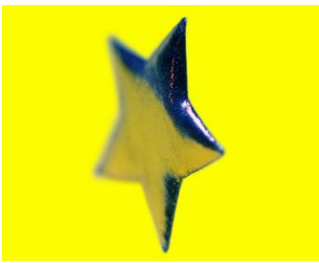
How Is “Managing Classroom Procedures” Connected to Effective Teaching?

- ▶ Non-instructional tasks are completed effectively.
- ▶ Management of transitions between activities and materials and supplies is done to maintain momentum and maximize instructional time.



How Is “Managing Classroom Procedures” Connected to Effective Teaching?

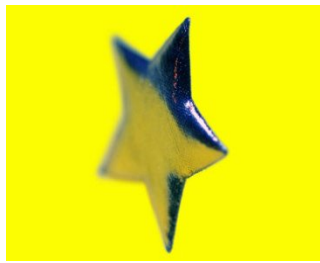
- ▶ The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class runs itself.
- ▶ A hallmark of a well-managed classroom is students working productively in instructional groups even when not under direct supervision of the teacher.
- ▶ At the highest level, students themselves contribute to the use of these routines.



The Elements

Management of Instructional Groups

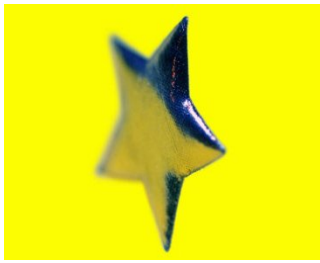
- ▶ Much classroom work occurs in small groups
 - Small groups enable students to work with their classmates.
 - Small groups can discuss possible approaches to a problem.
 - Small groups help students benefit from one another's thinking.
- ▶ Students cannot be expected to automatically know how to work productively in small groups.
 - Skills for working in groups must be taught.
 - Students work independently in groups with little supervision from the teacher in a well-run classroom.
 - This component centers on the procedures students have been taught for working in groups; however, 3c focuses on student engagement in groups.



The Elements

Management of Transitions

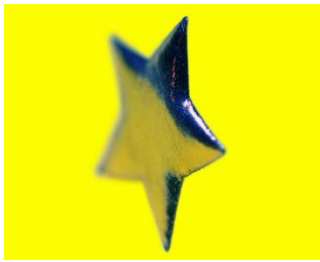
- Many lessons engage students in different types of activities—large group, small group, independent work.
- Transitions between these different activities and grouping patterns should proceed easily and smoothly.
- Students move from one activity to another with little instructional time lost.
- Students know the process and execute it seamlessly.



The Elements

Management of Materials and Supplies

- A clear indication of a teacher's skill lies in the procedures for distribution and collection of materials.
- Experienced teachers have all necessary materials at hand and have taught students to implement the routines with little disruption to the flow of instruction.



The Elements

Performance of Non-Instructional Duties

- Accomplished teachers are masters of multi-tasking.
- They take attendance, for example, while students are beginning a task written on the board.
- Where appropriate, students themselves contribute to the design and execution of routine matters, such as the lunch count or the return of permission slips for activities.
- Little instructional time is lost in such matters.

Relevant because...

- ▶ One member of each small group collects materials for the table.
- ▶ *This observation is an indication that the teacher has established a procedure for how materials and supplies are managed in the classroom and that students follow the established procedure.*

Relevant because...

- ▶ Roll-taking consumes much time at the beginning of the lesson and students are not working on anything.
- ▶ *This observation demonstrates that too much class time is dedicated to non-instructional duties. Having too much instructional time lost to non-instructional duties is an indication of a lower level of performance for Managing Classroom Procedures.*

Relevant because...

- ▶ In small-group work, students have established roles; they listen to one another, summarize different views, etc.
- ▶ *This observation serves as evidence that the teacher has established effective practices for managing instructional groups. These observations indicate a higher level of performance.*

Indicators of Managing Procedures

Look and plan for these indicators during a lesson.

- ▶ Smooth functioning of all routines
- ▶ Little or no loss of instructional time
- ▶ Students play an important role in carrying out the routines
- ▶ Students know what to do, where to move



Levels of Performance Answers

- ▶ A. Distinguished (Level 4)
- ▶ B. Proficient (Level 3)
- ▶ C. Unsatisfactory (Level 1)
- ▶ D. Basic (Level 2)



Level 3 Proficient: Critical Attributes

- ▶ Students are productively engaged during small group work.
- ▶ Transitions between large and small group activities are smooth.
- ▶ Routines for collecting and distributing materials and supplies work effectively.
- ▶ Classroom routines work smoothly.



Level 2 Basic: Critical Attributes

- ▶ Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough.
- ▶ Classroom routines function unevenly.
- ▶ Small groups are only partially engaged while not working directly with the teacher.



Level 1 Unsatisfactory: Critical Attributes

- ▶ Students not working with the teacher are not productively engaged or are disruptive to the class.
- ▶ There are no established procedures for distributing or collecting materials.
- ▶ Procedures for other activities are confused or chaotic.



Level 4 Distinguished: Critical Attributes

In addition to characteristics of Level 3 performance,

- Students themselves ensure that transitions and other routines are accomplished smoothly.
- Students take initiative in distributing and collecting materials efficiently.
- Students take the initiative with their classmates to ensure that their time is used productively.



Reflection

To what extent do you:

- teach your students how to transition from one activity to another?
- have them practice the routines?
- give them feedback?

What procedures can you teach your students so they assume responsibility for materials and supplies?

